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ABSTRACT

Part of a series of materials for Child Development Associate (CDA) trainees, this manual focuses on nutrition. When trainees successfully complete this curriculum, they are considered able to meet a number of objectives concerning nutrition. These objectives include abilities to (1) plan balanced meals for preschool children; (2) provide children with information about good nutrition; (3) record health habits related to nutrition; (4) report to parents regarding their children's nutrition; and (5) provide a positive mealtime environment. Suggested menus are provided, and the factors influencing the mealtime environment are discussed. Teacher resources are presented in terms of an activity card file; examples of such a card file are provided. (Author/DB)

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OKLAHOMA CHILD DEVELOPMENT ASSOCIATE CURRICULUM

NUTRITION FOR YOUNG CHILDREN

Developed By

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Administrative Institution
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January, 1981

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CHAPTER I

INTRODUCTION

RATIONALE

Nutrition is vital to the development of preschool children. A knowledge of nutrition is essential for the individuals in a child development center where they are responsible for the health and welfare of each child served.

Teachers in a child development center should be committed to the development of the whole child, which means they must develop the ability to plan and prepare nutritious meals for children and to provide experiences in the curriculum to promote positive nutrition and mealtime habits with respect to the child's home situation and developmental level.

Once teachers understand the basic principles of nutrition and their application to the child's development, and can convey these to the child, they will be better able to contribute to the total growth and development of the child.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Establishes and maintains a safe and healthy learning environment.

Advances physical and intellectual competence.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Plan, prepare, and serve balanced meals and snacks for children in individual and group situations.

2. Teach children to select the foods needed in a daily balanced diet through mealtime and special activities.

3. Plan, present, and evaluate learning experiences with children concerning food, nutrition, and mealtime concepts.

4. Record on health records significant information regarding each child's eating habits.

5. Present and evaluate incidental learning experiences with children concerning food, nutrition, and mealtime concepts.

6. Demonstrate the importance of nutrition to children's development by systematically reporting such information about them to their parents.

7. Provide a positive mealtime environment, both physical and psychological. Do develop positive eating habits in children.

8. Demonstrate the importance of supplementary foods and snacks to the diets of children through providing nutritious snacks daily.

9. Demonstrate the ability to promote positive eating habits by alleviating causes of disruptive behavior in individual children.

CHAPTER II

DEFINITIONS OF TERMS

1. Anemia---A weakened condition due to reduction of red corpuscles in the blood.

2. Calorie---A measure of heat or energy.

3. Cook---Preparation of food for eating, usually by applying heat.

4. Cycle menus---Set of carefully planned menus which cover from two to six weeks and then the set is repeated.

5. Diet---Total foods eaten by an individual or group.

6. Empty calorie---Calorie in foods which provide energy and no other nutrients.

7. Food---Plant and animal products eaten by animals to maintain body functioning.

8. Health---State of physical, mental, and social well-being.

9. Kwashiorkor---Condition in children caused by inadequate intake of protein.

10. Malnutrition---Nutrition problem created by eating too much and too little of the nutrients or exclusion of necessary nutrients in the diet.

11. Meal---Portions of food served and/or consumed at one time.

12. Mealtime---Usual time at which a meal is served.

13. Mealtime problem---Behavior of children which interferes with their eating during mealtime.

14. Metabolism---Sum of the chemical changes that occur in the body as food is digested, utilized, and excreted or stored.

15. Nutrients---Chemical substances in foods which are utilized by the body after digestion.

16. Nutrition---Science of food and its uses in the body.

17. Snack---Supplementary food taken between meals to satisfy nutrional and energy needs.

18. Utilization---Stage in the digestive process when the body makes use of food products.

CHAPTER III

BASIC NUTRITION

RATIONALE

The health of a child affects all areas of development. Furthermore, good health is directly dependent on adequate nutrition. A teacher of young children must possess a basic understanding of nutrition to assure that nutritional needs are met at the school and to provide learning activities which will encourage a lifelong fulfillment of nutritional needs.

Some preschool programs have addressed themselves to the problem of undernutrition by making nutrition an important part of the program. Teachers in such programs need a basic understanding of nutrition.

No activity with preschool children in more emotionally-toned than mealtime. It creates an emotional and social bond between teacher and child. Children learn attitudes so vicariously and so thoroughly that teachers must have the appropriate attitudes toward nutrition and food.

ESSENTIAL CONTENT INFORMATION

I. PRINCIPLE FUNCTIONS OF NUTRIENTS IN FOOD

- A. Provide Energy (Fuel)
- B. Build, Repair, and Maintain Body Tissue
- C. Protect and Regulate the Body

II. BASIC NUTRIENTS AND THEIR FUNCTION

- A. Protein
  1. Builds and repairs tissue
  2. Forms an important part of enzymes, hormones, and body fluids
  3. Supplies energy when carbohydrates and fats are not present

B. Carbohydrates

1. Supply food energy (fuel)

2. Help the body use fat efficiently

3. Spare protein for building and repair

C. Fats

1. Supply food energy (fuel)

2. Supply essential fatty acids

3. Help the body use other nutrients

D. Minerals

1. Help to produce body-building materials for bones, teeth, and other tissues

2. Regulate body processes

E. Vitamins

1. Promote growth

2. Maintain good health

3. Regulate body processes

F. Water

1. Becomes an important part of all cells and fluids in the body

2. Carries nutrients to and waste from cells in the body

3. Aids in digestion and absorption of food

4. Helps to regulate body temperature

III. PRIMARY SOURCES OF NUTRIENTS---BASIC FOUR FOOD GROUPS

A. Milk and Milk Products

B. Meat, Fish, Poultry, Eggs

C. Vegetables and Fruits

D. Breads and Cereals

IV. RELATIONSHIP OF NUTRIENTS, FOODS, AND NUTRIENT FUNCTION

Nutrient	Function in Body	Primary Food Group
Carbohydrate	Provide energy	Bread and cereal
Fat	Provide energy	Meat; milk products
Protein	Build and repair	Meat; milk
Vitamin	Protect and regulate	Fruits, vegetables, meat, milk
Minerals	Protect and regulate	Fruits and vegetables
Water	Protect and regulate	All food groups

V. STEPS IN THE METABOLISM OF NUTRIENTS

A series of complex steps in the digestive process occur before food releases its nutrients for use by the body. Additional reactions occur as nutrients participate in body activity. Metabolism is used to designate the sum of the chemical changes that go on in the body as food is made into body tissues, energy is produced, and body tissue is broken down. Most nutrients procede in the following steps for use by the body.

A. Ingestion---Intake of food into the body

B. Digestion---Breaking down of food for use by the body; occurs in the gastrointestinal tract which includes the mouth, stomach, intestines, and colon. The end product of digestion is the absorption of nutrients.

C. Excretion---Elimination through the rectum of waste products of food not utilized by the body

D. Absorption---Passage of nutrients through the walls of the small intestine into the circulatory system

E. Distribution---Carrying nutrients throughout the body by the circulatory system (blood or lymph)

F. Utilization---Nutrients are used by the body to:

1. Satisfy an immediate need

2. Stored for future use in their present form

3. Enter into reactions to be used in other forms

VI. CALORIC NEEDS

A. The amount of calories needed to maintain the energy level and appropriate weight of an individual varies according to differences in age, sex, activity, and body size.

1. Children require more calories per pound than adults because of higher growth rate and activity level.

2. Men usually require more calories than women because of greater tissue makeup of male body, larger bodies, and often higher energy level.

3. The more active an individual, the more calories needed.

4. The larger the body, the more calories needed for its activities.

B. Effects of Caloric Intake

1. One pound of fat has the energy value of about 3,500 calories.

2. When the amount of food eaten supplies the number of calories required to meet our energy needs, weight does not change.

3. When more food is eaten than required to meet the energy needs, the excess is stored in the body as fat, and weight is gained.

4. To gain a pound of fat, one must deposit 3,500 calories more than needed to maintain a constant weight.

5. When too little is eaten to meet energy needs, body fat is burned (oxidized) to release energy to make up for the shortage and weight is lost.

6. To lose a pound of fat, one has to "overdraw" energy account 3,500 calories.

CHAPTER IV

EFFECTS OF NUTRITION ON YOUNG CHILDREN

RATIONALE

Meeting the nutritional needs of young children is essential to their total growth. It is the teacher's responsibility to provide an environment conducive to sound nutritional practices, to develop in children a positive attitude toward food, and to facilitate present and future nutritional well-being.

The teacher should be able to recognize the characteristics of a well-nourished child and be able to identify various types of nutritional problems as well as the cause and effects of these problems on the developing child.

ESSENTIAL CONTENT INFORMATION

I. FACTS ABOUT FOOD

A. Learning to eat foods which supply adequate nutrients to function and grow is one of the most important skills a child masters in preschool years.

B. Everything in the human body was once in food or came from food through the mother's body. Food becomes the size, blood, bones, brain, strength, energy, stamina, emotional stability of the body. Starting as a single cell, growing to present size, and in future growth---food becomes the person.

C. Food is the way your body gets its nutrition. The foods eaten may be an asset or a handicap.

D. Influences on nutrition and food intake

1. Cultural background
2. Socio-economic group
3. Psychological attitudes toward food
4. Availability
5. Heredity

6. Parents

7. Individual differences

8. Health factors

II. NUTRITION FOR THE DEVELOPING CHILD

A. Establishes future health patterns

B. Helps prevent impairment of growth in the total development of the child

1. Good physical health is essential in the learning process and in social, emotional, and physical development.

2. Adequate nutrition can help to assure good physical health.

III. CHARACTERISTICS OF A WELL-NOURISHED CHILD

A. Healthy---free from disease

B. Within the normal range of height and weight for his age

C. Consistent growth pattern

1. Each child has an individual growth pattern.

2. Do not compare one child with another.

D. Teeth free from excessive dental caries

E. Few illnesses or colds

F. Adequate energy for daily activities

G. Alert and interested in what goes on around him

H. Radiant, smooth skin

I. Clear, bright eyes

IV. MAJOR NUTRITIONAL PROBLEMS

A. Types of Nutrional Problems

1. General undernutrition

   a. Lack of adequate nutrients
   b. Marasmus---Partial starvation or gross calorie deficiency characterized by "old man" face and shriveled muscles

2. Over or under intake of specific nutrients either in quantity or quality

   a. Anemia---Inadequate intake of good protein, iron, or certain vitamins.
   b. Blindness and/or eye conditions leading to blindness---Lack of vitamin A
   c. Skin conditions---Lack of riboflavin, niacin, or vitamin A
   d. Kwashiorkor---Severe lack of protein but diet high in starch
   e. Underweight or overweight---Too little or too many calories

V. CAUSES OF NUTRITIONAL PROBLEMS

A. Lack of Nutrition Education

Ignorance about food, food purchasing, and food preparation are major causes of malnutrition.

B. Low-Income Level

Undernourishment or malnutrition is prevalent among low-income levels because the clothing and shelter take all the money available, so adequate food cannot be purchased.

C. Poor Food Habits

Malnutrition is not only a poor person's disease. Middle and upper income families suffer from nutrition problems because of poor food habits.

D. Lack of Proper and Adequate Food Supply

1. Many developing countries lack the necessary resources to feed the people adequately.

2. It is estimated that seventy percent of the children in these countries suffer from some form of malnutrition.

3. Food shortages are present in all countries at this time.

VI. EFFECTS OF POOR NUTRITION ON THE DEVELOPING CHILD

A. Prenatal Development

1. Malnutrition may cause irreversible damage to the brain development.

2. Individual malnourished before birth may persist in maldevelopment after birth.

B. Postnatal Development

1. Intellectual---Severe protein deprivation in early childhood, from birth to 18 months, inhibits brain development.

2. Physical---Body growth, rate of maturation, and ultimate body size may be affected.

3. Social/emotional---Hunger and marginal malnutrition affect behavior in preschool children.

   a. Frequent absenteeism
   b. Apathetic behavior; lack of initiative
   c. Incapable of responding to learning situations
   d. Low energy and/or frustration level
   e. Disruptive behavior

VII. CHARACTERISTICS OF A POORLY NOURISHED CHILD

A. Dullness, listlessness, chronic fatigue, and failure to concentrate

B. Dull and broken hair

C. Dark sunken circles under eyes

D. Abnormal eye conditions

E. Spongy, bleeding gums

F. Pale loose skin

G. Flabby muscles

H. Poor posture (protruding stomach)

I. Finicky, poor appetite

J. Poor digestion

K. Overweight or underweight

L. Drawn facial expression

M. Irritable, nervous

VIII. BUILDING A SOUND NUTRITIONAL PROGRAM FOR THE CHILDREN

A. It is imperative that a sound nutritional program be established in the preschool because it helps young children form lifelong eating patterns which affect their own future development and the future development of their children.

B. Offer well-balanced meals which at least meet the United States Recommended Daily Allowances (RDA) as defined by the Department of Agriculture.

C. Make meals attractive and appealing to children.

D. Provide learning experiences with food.

E. Provide congenial, unhurried, and friendly atmosphere at mealtime.

F. Incorporate learning experiences on nutritional concepts in the curriculum.

G. Provide nutrition education for teachers, parents, and children.

H. Include nutritional status on health records.

1. Note characteristics of poor nutrition.

2. Weigh and measure children monthly and record the data. Children should show a gradual gain in height and weight. When a child fails to make the expected gain or makes an excessive one, the food intake should be checked.

CHAPTER V

MENU PLANNING

RATIONALE

Child care centers must provide adequately nutritious meals, usually at a low cost. At the same time, the meals must be attractive, appealing, and consistent with the developmental characteristics of young children.

To meet all the mentioned requirements, menus must be carefully planned in advance and rotated. Menu planning is dependent on one's ability to apply nutrition knowledge.

ESSENTIAL CONTENT INFORMATION

I. IMPORTANCE OF WEEKLY MENU PLANNING

A. It provides a balanced diet.

B. It better utilizes resources and facilities.

C. It is more economical in both time and cost factors.

D. It provides a larger variety of foods.

E. It provides records of the likes and dislikes of the group.

II. SCHEDULE FOR MENU PLANNING

A. Set up a Place

1. Use an office, if available, or a quiet space in the kitchen or dining area.

2. Equipment

a. Desk or table and chair
b. Good lighting
c. File cabinet or shelves with recipes and reference material

B. Schedule a Time

1. Set aside a specific day and time to be free of interruptions.

2. Allow adequate time to:

   a. Review previously-served menus
   b. Study the food inventory
   c. Study current food prices and reports on currently plentiful foods
   d. Plan menus two weeks to one month ahead of time
   e. Determine quantities of food needed
   f. Prepare market order
   g. Determine whether total food expenditures are within allowable budget
   h. Review and evaluate menus

III. PLANNING A MENU

A. What to Include:

1. All foods for each meal and each supplement

2. Method of preparation

3. Size servings

4. Substitute foods of comparable nutritional value

5. Finger foods as often as possible

6. Plan simple menus

7. Plan for two weeks to one month ahead

B. Food Group Needs for Each Meal or Supplement

1. Breakfast

   a. Juice or fruit
   b. Cereal or bread
   c. Milk
   d. Other food

2. Morning supplement

   a. Milk or juice
   b. Bread or cereal

3. Lunch or supper

   a. Meat or alternate
   b. Vegetables and/or fruits
   c. Bread
   d. Butter/margarine
   e. Milk
   f. Other foods

4. Afternoon supplement

   a. Milk or juice
   b. Bread or cereal

5. Suggested menu plans
   (See page

C. Menu Acceptability to Children

1. Creative menu planning calls for originality and imagination.

2. Those responsible for food service in child care centers should provide the opportunity for children to learn to eat and enjoy a variety of nutritious foods.

3. Food must look appealing and be acceptable to children.

4. Meals must be planned for children rather than adults.

D. Plan for Variety

1. Include a variety of foods each day and from day to day.

2. Serve a variety of meal types.

3. Use a variety of preparation methods for the same food.

4. Use a variety of preparation methods for different foods in the same menu.

5. Include food combinations most acceptable to the children.

6. Introduce one new food on any given day.

E. Plan for Contrast

1. Use contrasting sizes and shapes of different foods in a menu.

2. Use contrasting textures in a menu.

3. Use contrasting flavors in a menu.

   a. Use combination of mild flavors with stronger ones.
   b. Serve strong-flavored vegetables only occasionally and in small amounts.
   c. Use seasonings sparingly.

4. Use contrasting temperatures.

   a. Include some hot and some cold foods in a single menu.
   b. Serve more hot foods in cold weather.
   c. Serve more cold foods in warm weather.

5. Use contrasting colors.

   a. Use color combinations that blend well.
   b. Use colorful foods in combination with those of little or no color.
   c. Use at least one or two colorful foods in each menu.

F. Plan for Ease of Handling

1. Serve foods in form young children can manage easily.

2. Serve "finger foods" often; at least one or two in each meal when possible.

G. Special Considerations

1. Plan menus that include regional, cultural, and individual food preferences of children.

2. Plan foods which have a festive air for special occasions.

3. Include surprise items in the menu from time to time.

IV. SUGGESTIONS FOR MENU PLANNING:

A. Plan Menus That Are Within The Food Budget.

1. Make maximum use of foods in plentiful supply.

2. Use standardized recipes and portion control.

3. Balance the use of high-cost and low-cost food items and/or menus within the period of time for which menus are planned.

B. Plan Menus For Facilities And Equipment Available.

1. Consider oven, surface cooking, and refrigeration.

2. Consider the number and kinds of serving tools and dishes needed to prepare and serve each menu.

C. Plan Menus For The Time Available.

V. ADVANTAGES AND ADAPTATIONS OF CYCLE MENUS:

A. Advantages of Cycle Menus

1. They reduce time one must spend on menu planning.

2. The personnel can become more efficient in cooking skills.

3. The personnel can improve in their use of time.

4. They allow for advance purchasing.

5. They allow for purchasing of same foods in large quantities.

6. The inventory and cost will remain fairly stable.

7. The menus can be modified over a period of time until nearly all of the most highly-accepted foods are included.

B. Adapting Cycle Menus

1. Decide on the length of the cycle.

2. Review each menu of the cycle carefully before use to determine whether any changes are needed.

VI. EVALUATING MENUS

A. Do the menus contain the required minimum amounts and types of foods for the specific age group?

B. Do menus meet the nutritional goal for vitamins A and C and iron?

C. Are the combinations of foods appealing and acceptable to young children?

D. Are foods varied from day to day? From week to week?

E. Can menus be prepared and served successfully by employees in the time available?

F. Can menus be prepared and served with available facilities and equipment?

G. Has the cost of lunch been considered?

MEAL PATTERNS
and
RECOMMENDED SERVING SIZES

Breakfast	Children 1 up to 3 years	Children 3 up to 6 years
Milk, fluid [1]	½ cup	¾ cup
Juice or **fruit**	¼ cup	½ cup
Cereal or **bread,** enriched or whole grain [2]		
Cereal, or	¼ cup [3]	⅓ cup [4]
Bread	½ slice	½ slice
Midmorning or midafternoon supplement		
Milk, fluid [1]; or **juice;** or **fruit;** or **vegetable**	½ cup	½ cup
Bread or **cereal,** enriched or whole grain [2]		
Bread, or	½ slice	½ slice
Cereal	¼ cup [3]	⅓ cup [4]
Lunch or supper		
Milk, fluid [1]	½ cup	¾ cup
Meat and/or **meat alternate** [5]		
Meat, poultry, or fish, cooked [6]	1 ounce	1½ ounces
Cheese	1 ounce	1½ ounces
Egg	1	1
Cooked dry beans and peas	⅛ cup	¼ cup
Peanut butter	1 tablespoon	2 tablespoons
Vegetables and **fruits** [7]	¼ cup	½ cup
Bread, enriched or whole grain [2]	½ slice	½ slice

[1] Includes whole milk, lowfat milk, skim milk, cultured buttermilk, or flavored milk made from these types of fluid milk which meet State and local standards.
[2] Or an equivalent serving of an acceptable bread product made of enriched or whole grain meal or flour. See page 8.
[3] ¼ cup (volume) or ½ ounce (weight), whichever is less.
[4] ⅓ cup (volume) or ½ ounce (weight) whichever is less.
[5] Or an equivalent quantity of any combination of foods listed under Meat and Meat Alternates.
[6] Cooked lean meat without bone.
[7] Must include at least *two* kinds.

Source: A Planning Guide for Food Service in Child Care Centers, U.S. Department of Agriculture, FNS-64, Food and Nutrition Service, Washington, D.C.

Suggested menus for young children[1]

Based on Meal Requirements for Children 3 up to 6 years
(For Amounts of Food to Serve Younger Children see page 5).

Pattern	1st Day	2nd Day
BREAKFAST Juice or Fruit Cereal or Bread Milk Other Foods	**Orange Juice**—½ cup **Toast**—½ slice **Baked Scrambled Egg**—2 Tbsp. **Grape Jelly** **Milk**—¾ cup	**Sliced Banana**—½ cup **Cornflakes**—⅓ cup **Milk**—¾ cup
A.M. SUPPLEMENT Milk or Juice, etc. Bread or Cereal	**Milk**—½ cup **Cinnamon Toast**—½ slice	**Tomato Juice**—½ cup **Cheese Toast**—½ slice
LUNCH OR SUPPER Meat or Meat Alternate Vegetables and Fruits Bread Milk Other foods	**Meat loaf**—1 slice (1½ oz. meat) **Green Beans**—¼ cup **Pineapple Cubes**—¼ cup **Bread and Butter**—½ slice **Milk**—¾ cup	**Baked Chicken**—(1½ oz. meat) **Mashed Potatoes**—¼ cup **Buttered Peas**—¼ cup **Carrot Stick** **Roll**[3]—small **Milk**—¾ cup
P.M. SUPPLEMENT Milk or Juice, etc. Bread or Cereal	**Mixed Fruit Juice**—½ cup **Peanut Butter Sandwich**—¼	**Milk**—½ cup **Oatmeal Cookie**[3]—1

[1] For recipes to prepare these menus which meet program requirements, see FNS-86, "Quantity Recipes for Child Care Centers."
[2] Made with fluid milk: whole, skim, or lowfat.
[3] Made with enriched flour.

Source: A Planning Guide for Food Service in Child Care Centers, U.S. Department of Agriculture, FNS-64, Food and Nutrition Service, Washington, D.C.

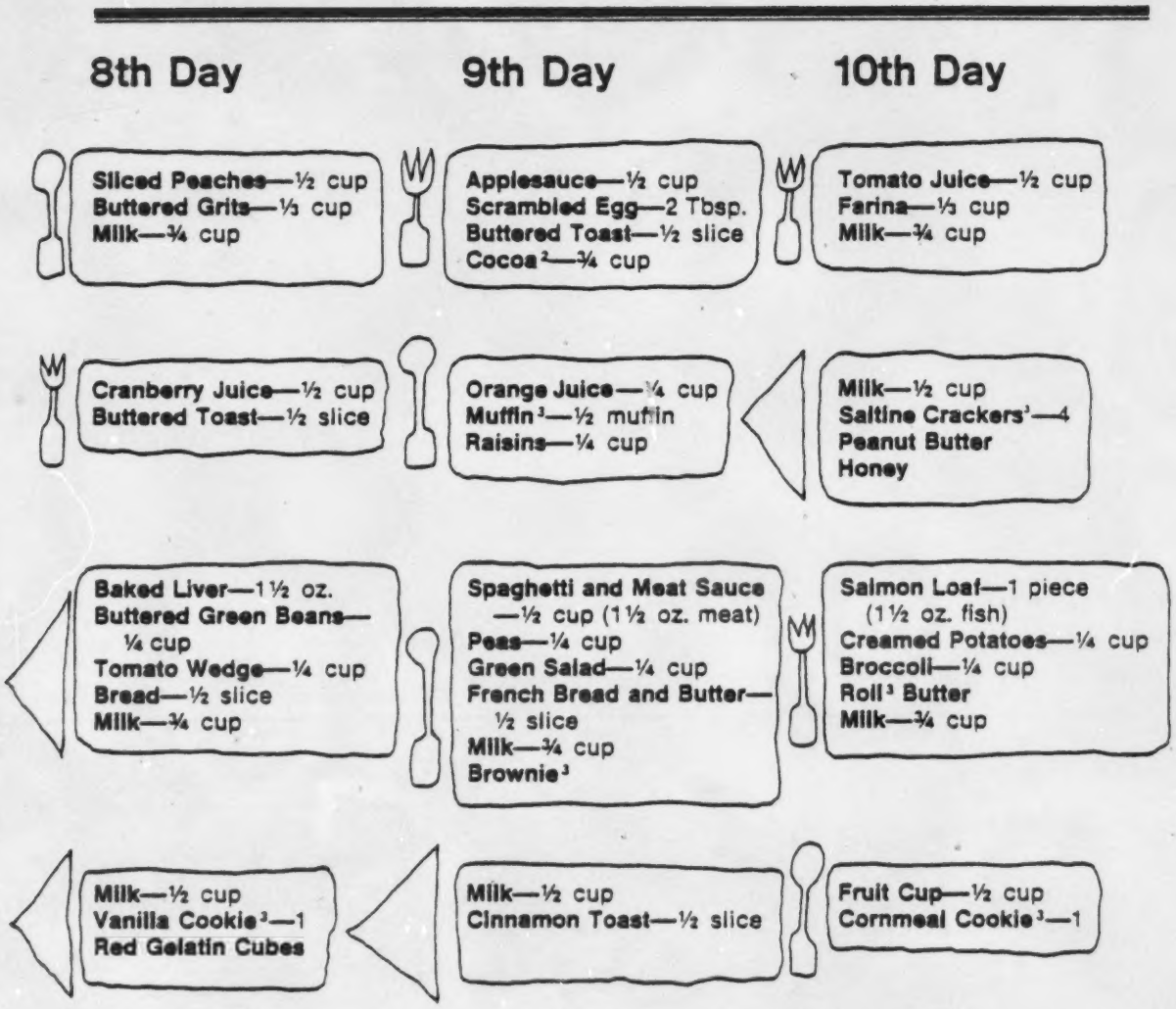
3rd Day	4th Day	5th Day
Apricot Halves—½ cup **Buttered Toast**—½ slice **Cocoa**[2]—¾ cup	**Fruit Cup**—½ cup **Hard Cooked Egg**—Half **Toast**—½ slice **Milk**—¾ cup	**Grapefruit Sections**—½ cup **Rolled Oats**—⅓ cup **Milk**—¾ cup
Milk—½ cup **Dry Cereal**—⅓ cup	**Pineapple Juice**—½ cup **Toasted Raisin Bread**[3]—½ slice	**Grape Juice**—½ cup **Cinnamon Toast**—½ slice
Chicken Vegetable Soup—½ cup (1 oz. meat, ¼ cup vegetable) **Peanut Butter and Jelly Sandwich** (1 Tbsp. peanut butter) **Green Pepper Stick** **Canned Peaches**—¼ cup **Milk**—¾ cup	**Beef Patty**—(1½ oz.) **Carrots**—⅛ cup **Apple Wedge**—⅛ cup **Whole Wheat Bread** and **Butter**—½ slice **Milk**—¾ cup **Chocolate Pudding**—2 Tbsp.	**Fish Sticks**—3 (1½ oz. fish) **Buttered Spinach**—¼ cup **Canned Pears**—¼ cup **Corn Bread**—1 square **Milk**—¾ cup
Apple Juice—½ cup **Cheese Toast**—½ slice	**Milk**—½ cup **Peanut Butter Cookie**[3]—1 **Turnip Stick**	**Milk**—½ cup **Rolled Wheat Cookie**[3]—1 **Cauliflowerets**

Source: A Planning Guide for Food Service in Child Care Centers, U.S. Department of Agriculture, FNS-64, Food and Nutrition Service Washington, D.C.

Pattern	6th Day	7th Day
BREAKFAST Juice or Fruit Cereal or Bread Milk Other foods	**Apple Juice**—½ cup **Cheese Toast**—½ slice **Milk**—¾ cup	**Orange Juice**—½ cup **Sweet Roll**[3] **Sausage Link** **Milk**—¾ cup
A.M. SUPPLEMENT Milk or Juice, etc. Bread or Cereal	**Pineapple Juice**—⅓ cup **Carrot Sticks**—3 **Saltine Crackers**—3	**Banana**—¼ cup **Dry Cereal**—⅓ cup **Milk**—¼ cup
LUNCH OR SUPPER Meat or Meat Alternate Vegetables and Fruits Bread Milk Other foods	**Swiss Steak Cubes**—¼ cup (1½ oz. meat) **Buttered Mixed Vegetables**—¼ cup **Orange Sections**—¼ cup **Bread**—½ slice **Milk**—¾ cup **Rice**—2 Tbsp.	**Macaroni, Cheese and Ham Casserole**—⅓ cup (1½ oz. meat and cheese) **Buttered Cabbage**—¼ cup **Fruit Cup**—¼ cup **Bread**—½ slice **Milk**—¾ cup
P.M. SUPPLEMENT Milk or Juice, etc. Bread or Cereal	**Milk**—½ cup **Raisin Bread**[3]—½ slice	**Tomato Juice**—½ cup **Whole Wheat Muffin**—½ muffin

[1] For recipes to prepare these menus which meet program requirements, see FNS-86, "Quantity Recipes for Child Care Centers."
[2] Made with fluid milk: whole, skim, or lowfat.
[3] Made with enriched flour.

Source: A Planning Guide for Food Service in Child Care Centers, U.S. Department of Agriculture, FNS-64, Food and Nutrition Service, Washington, D.C.



Source: A Planning Guide for Food Service in Child Care Centers, U.S. Department of Agriculture, FNS-64, Food and Nutrition Service, Washington, D.C.

CHAPTER VI

MEALTIME ENVIRONMENT

RATIONALE

The mealtime environment affects the nutritional status and well-being of children as much as the foods they eat. An environment must be provided to enable children to develop good food habits, wholesome attitudes toward food, and enjoy a variety of nourishing foods in a pleasant and relaxed atmosphere.

The teacher is the central figure in the mealtime environment and is responsible for providing an environment which will meet the children's needs. The teacher must be familiar with the factors which promote a positive environment and utilize these for the benefit of the children.

ESSENTIAL CONTENT INFORMATION

I. FACTORS INFLUENCING FOOD HABITS AND PATTERNS OF YOUNG CHILDREN:

- A. Cultural Background
- B. Socio-Economic Group
- C. Individual Differences
- D. Health Factors
- E. Heredity
- F. Parents
- G. Availability of Foods
- H. Psychological Attitudes Toward Food

II. FACTORS AFFECTING THE CHILDREN'S APPETITE AND FOOD INTAKE:

- A. Individual Preferences for Food and Amounts
- B. Size and Body Structure
- C. Activity Level

II. FACTORS AFFECTING THE CHILDREN'S APPETITE AND FOOD INTAKE:

A. Individual Preferences for Food and Amounts

B. Size and Body Structure

C. Activity Level

D. Developmental Level - "Growth Spurts"

E. Situation: Do not expect the children to follow the eating routine of the center until they are ready to do so naturally.

III. THE ENVIRONMENT AT MEALTIME

A. Desirable Elements in the Physical Environment

1. A bright, well-ventilated, and clean eating area

2. Comfortable, child-size tables and chairs

3. Appropriate size plates, cups and utensils

B. Desirable Elements in the Social and Emotional Environment

1. A relaxed atmosphere

2. A family-style seating arrangement with an adult who understands the need for pleasant conversation

3. Small servings

4. Freedom to move about during mealtime to minimize restlessness

5. Warm and accepting attitudes

IV. THE CHARACTERISTICS OF AN APPROPRIATE MENU:

A. Color---Variations of color of foods planned

B. Texture---Crisp, smooth, tender, and moist foods should be contrasted.

C. Flavor---Mild or delicate; few strong spices

D. Temperature---Combine hot, warm, and cold. Serve foods at the temperature they should be.

E. Combination---A single flavor is better received than mixed flavors.

F. Simplicity---Single flavors with varied color and texture

G. New Foods

1. Children's likes, dislikes, and favorite foods should be taken into consideration.

2. New foods should be introduced slowly.

V. GUIDELINES FOR ESTABLISHING A GOOD ENVIRONMENT AT MEALTIME:

A. Introduce new foods slowly.

B. Encourage continuous identification and discussion of all foods.

C. Prepare a child for meals by including a handwashing routine and restful activity just before eating.

D. Encourage warm feelings and pleasant conversation between teachers and children.

E. Offer small servings with seconds if desired.

F. Be tolerant of the varied rates of eating and general behavior.

G. Be tolerant of restlessness.

H. Display a positive attitude for all foods.

I. Encourage independence with children serving themselves.

J. Provide adequate time for meals to be eaten.

CHAPTER VII

MEALTIME PROBLEMS

RATIONALE

Mealtime problems are a normal part of eating situations. It is the responsibility of the teacher to provide a mealtime environment which will minimize the occurance of problems. A calm, positive attitude on the part of the teacher will promote more positive behavior from the children.

A teacher must then be able to recognize possible causes of problems at mealtime, alleviate the cause, and then correct the problem. Many mealtime problems occur because of excessive demands on the child. It is the responsibility of the teachers to adjust their expectations to each child's developmental level, thus eliminating some conflict of values.

ESSENTIAL CONTENT INFORMATION

I. PREVENTION OF MEALTIME PROBLEMS

A. Plan a balanced daily program of activities and experiences.

B. Plan a quiet time just before mealtime.

C. Establish routines so that children know what is expected of them and what will happen next.

D. Give children responsibilities for helping at mealtime.

E. Plan a mealtime environment which promotes pleasant eating experiences.

F. Inform parent-helpers and visitors who eat with the children of the importance of their own mealtime behavior.

G. Know the children both individually and as a group.

II. RESOLVING MEALTIME PROBLEMS

A. Look for the cause---The same behavior in two children may have two different causes.

B. Decide how best to handle the problem on the basis of the cause.

C. Remove the cause if possible.

III. EFFECTIVE TECHNIQUES IN GUIDING CHILD BEHAVIOR

A. Focus on "Do's" Instead of "Don'ts."

1. Telling children what not to do does not prepare them for what to do or teach them how to handle a situation better.

2. Translating the "don'ts" into "do's" shows a child a more acceptable way to act.

B. Build Feelings of Confidence.

1. A "can do" feeling enables a child to try new things and to approach school and other life situations with confidence.

2. Direct your action to constructive methods.

C. Change the Environment to Change Behavior.

1. Sometimes changing the environment will solve situations which frustrate children and cause problems.

2. Discuss the environmental elements which cannot be changed.

D. Provide the Security of Necessary Limits.

1. There is a fine line between the effects of too much freedom for a child and not enough freedom.

2. There is security in knowing just how far one can go.

3. Better cooperation is usually received when limits are few, necessary, and enforcable.

4. Limits

a. Is the limit necessary for the safety or well-being of the child?
b. Is it necessary for the safety or well-being of others?

c. Is it necessary for the protection of property?
d. Is the limit primarily for the convenience of adults?
e. Is the limit still necessary or has it been outgrown?
f. Does the limit keep the child from trying things and experimenting?
g. How can the limit be enforced?

E. Set a Good Example.

1. Remember that you are a model for behavior.

2. They learn as much, and usually more, from what you do as from what you tell them to do.

3. If you want children to accept new foods, eat them yourself rather than trying to force them to do so.

IV. FACTORS WHICH INFLUENCE THE CHOICE OF FOODS AND EATING BEHAVIOR

The staff must be sensitive to the various influences which affect a child's reactions to food if it is to help the child learn both to enjoy a variety of nourishing foods and to establish good food habits.

A. Cultural Factors

1. Customs of the child's ethnic group

2. Part of the country in which the child lives

3. The child's family's food habits and patterns

B. Economic Factors

1. The quantity of food available

2. The quality of food available

3. The type of food available

C. Individual Differences

1. In growth rate

2. In preferences

3. In preferences

V. MEALTIME PROBLEMS, POSSIBLE CAUSES, AND SUGGESTIONS FOR HANDLING

A. Refusal to Eat

1. Possible causes

a. Period of slow growth
b. Low activity level
c. Illness
d. Unhappy or tense
e. Expressing independence

2. Suggestions

a. Encourage the child to eat.
(1) Accept a child's decision not to eat, rather than try to force or bribe.
(2) If the child is unhappy or tense about something, attempt to help the child verbalize those feelings.
(3) Offer the guidance and necessary support.
(4) If the child is attempting to express independence, help that child find other ways to meet this need.

B. Dawdling

1. Possible causes

a. Eating at different rates
b. No rush after the edge of hunger is removed
c. Tired
d. Seeking attention

2. Suggestions

a. Do not hurry children; it will only spoil their pleasure in eating.
b. Allow plenty of time in your schedule for all children to finish their meals unhurried.
c. For the children who are tired, find out the cause.
d. For children who are seeking attention, set a reasonable time limit they can understand.

e. Find other, more constructive ways in which they can obtain the attention they need

C. Spilling Foods

1. Possible causes

a. Lack of muscle control. The small muscles and eye-hand coordination are not well developed in the young children.
b. The stage of being messy normally precedes the stage of being neat.

2. Suggestions

a. Children grow in self-confidence when they can do things for themselves.
b. Provide some finger foods and other foods which can be handled easily with a fork or a spoon.
c. Eating utensils should not have sharp edges and should be small for easy handling.
d. Glasses and pitchers should be of a size appropriate for young hands.
e. Rather than putting pressure on children to be neat, set a good example for them to follow.

D. Playing With Food

1. Possible causes

a. Learning through firsthand experience
b. Not hungry

2. Suggestions

a. If children are not hungry, they should be given the choice of eating or leaving the table and going on to a quiet activity.
b. Children who are exploring their food through the sense of touch should be allowed to satisfy this need and encouraged to taste the food.

E. Demanding Food and/or Overeating

1. Possible causes

   a. Satisfaction of emotional needs through food
   b. Irregular schedule for eating at home

2. Suggestions

   a. If children are trying to satisfy emotional needs through food, give them more attention.
   b. Help them become more actively involved in activities with other children.
   c. Remind children who eat irregularly at home that the group will eat together when it's snack time or lunch time.
   d. Be patient and help children adjust to the routine of eating at school.

F. Wiggling, Squirming, or Standing

1. Possible causes

   a. Active and unable to sit still for long periods of time
   b. Overstimulated from the preceeding activities
   c. Anticipation of activities to follow

2. Suggestions

   a. As long as such children are not interfering with others, do not pressure them to sit still or even sit.
   b. Find ways for them to stand up or move about during the meal.
   c. If they are overstimulated, plan premeal activities which would help them relax.

G. Food "Jags"

1. Possible causes

   a. Asserting independence
   b. Newly-discovered food

2. Suggestions

a. Be casual about it
b. Do not demand that they eat other foods.
c. They are not apt to stay on a "jag" for long.

H. Demanding to be Fed by the Adult

1. Possible causes

a. Insecure
b. Tired
c. Fed at home

2. Suggestions

a. If children need reassurance, give them more individual attention throughout the day as well as at mealtime.
b. Encourage them to gradually do more for themselves.
c. If children are tired, feed them a few bites if necessary.
d. Encourage them to feed themselves.
e. If children are fed at home, consult with the parents.
f. If parents and teachers work together, such children should be feeding themselves soon.

I. Behaving Aggressively (Hitting, Kicking, Teasing, and Biting)

1. Possible causes

a. New baby at home
b. Failure to get attention response in more acceptable ways
c. Testing the teacher
d. Tired
e. Angry
f. Illness

2. Suggestions

a. The teacher should be sympathetic to the way such children feel.
b. Help them to verbalize their anger.

c. Be firm in dealing with this behavior. Children need firmness, not punishment.
d. Seat an aggressive child near the teacher so the teacher can help the child control these strong feelings.

J. Eating Only Dessert

1. Possible causes

a. Dessert has been treated as a reward.
b. Testing the teacher
c. Trying to assert independence.

2. Suggestions

a. Dessert should be a planned part of the entire meal and not simply a treat.
b. It is better for the child to eat a nutritious dessert than nothing at all.
c. Insisting that the child eat the rest of the meal first will only add to the reward value of dessert, make the rest of the meal less desirable, and eventually build resentment.

CHAPTER VIII

SUPPLEMENTAL FOODS

RATIONALE

Young children, because they are active and growing, often need food supplements between meals. In addition to meeting a nutritional need, these supplements meet a safety need; hungry and tired children tend to be susceptible to accidents.

Snacks are not always nutritious. Planning is necessary if they are to provide more than energy. Snacks should provide foods which are sources of nutrients commonly missing in the diets of young children.

ESSENTIAL CONTENT INFORMATION

I. NUTRIENTS OFTEN LACKING IN CHILDREN'S DIETS

- A. Iron
- B. Vitamin C.
- C. Vitamin A
- D. Trace elements---minerals

II. POSSIBLE CAUSES FOR NUTRITIONAL DEFICIENCIES

- A. Poor eating habits
- B. Food Preparation and Storage
  - 1. Loss of vitamins in preparation
  - 2. Loss or destruction of nutrients in storage
- C. Non-Availability of Foods
- D. Lack of Nutrition Knowledge
- E. Economic Factors
- F. Time Factors in Preparation of Adequate Meals

III. THE IMPORTANCE OF SUPPLEMENTAL FOODS---SNACKS

A. Needed to Meet Nutritional Requirements

1. Some nutrients are frequently missing from children's diets.

2. Children are better nourished with frequent, small meals.

B. Needed for Additional Energy Requirements

1. Active children burn large amounts of energy.

2. Energy is essential for growth.

IV. RECOMMENDED SERVINGS OF FOOD GROUPS

A. Milk and Diary Products

1. Two to three cups daily

2. Six ounce serving of milk at each meal

3. Milk or milk snack once daily

B. Meat, Fish, Eggs, and Poultry

1. One to two servings of meat daily

2. Minimum of five eggs per week

3. Two to three tablespoons of meat per serving

4. One to two ounces of meat per serving

C. Fruits and Vegetables

1. Four to five servings daily

2. Two tablespoon size servings

3. One citrus fruit daily

4. One serving of potatoes daily

5. One green or yellow vegetable daily

D. Bread and Cereal

1. Four servings daily, enriched or whole grain

2. One-third cup serving of cereal

3. One slice of bread per serving

V. SUPPLEMENTAL FOODS---SNACKS

A. Desirable Snacks

1. Snacks should be simple.

2. Serve foods high in protein, iron, vitamin A, and vitamin C.

3. Serve fruits and vegetables raw when possible.

4. Avoid rich, empty calorie snacks.

5. Snacks should be finger foods when possible.

B. Selection of Snacks

Snacks should be selected from the four food groups and provide nutrients which may be omitted in regularly scheduled meals.

1. Milk and milk products

a. Milk
b. Chocolate milk
c. Hot cocoa
d. Eggnog
e. Ice cream
f. Cottage cheese
g. Cheese---cubes or spread

2. Meat, fish, eggs and poultry

a. Lunch meat---cubes, sticks
b. Hard cooked eggs
c. Miniature meatballs
d. Frankfurter rounds
e. Ham cubes

3. Fruits and vegetables

a. Juices
b. Fruit drinks
c. Lemonade
d. Raw fruit
e. Raw vegetables

4. Bread and cereals

a. Slices of bread---spread with butter, cheese, peanut butter
b. Muffins
c. Cornbread
d. Toast---buttered or cinnamon
e. Crackers---graham, slatines, cheese

VI. EMPTY CALORIE SNACKS

A. Description

These snacks should have limited use in the child's diet, due to the lack of nutrients and the excess of calories.

B. Reasons for Selection Over Other Foods

1. Readily available

2. Convenient

3. Appealing to appetite

4. May be inexpensive

CHAPTER IX

FOODS IN THE CURRICULUM

RATIONALE

Learning activities involving food offer a variety of opportunities for teaching science, social studies, math, language arts, health, and safety. Teachers need to recognize these opportunities and incorporate them into the curriculum.

Through first-hand experiences, such as cooking or tasting, the child becomes interested in foods and more willing to try new foods or foods prepared in a new way. Concept formation is an integral part of each food experience and can enhance learning in other curriculum areas.

Teachers must carefully plan cooking experiences to enable the children to participate fully. They must also recognize the many places for teaching nutrition and positive eating habits throughout the program. If the teacher provides for these experiences, the child will develop more fully.

ESSENTIAL CONTENT INFORMATION

I. LEARNING THROUGH FOODS

A. Nutrition Education

1. Food is basic to life and health.

2. Helping the young child to learn to like a variety of foods and to establish good food habits is important.

B. Emotional and Social Development

1. Food is often a symbol of love and security.

2. At mealtime, children learn to converse and share their likes and dislikes with others.

C. Language

1. Numerous new words must be learned to identify and describe food and its preparation.

2. An apple is red, crisp, tart; one can pare, boil, and mash apples to make applesauce.

D. Science

1. Ingredients sometimes change form when combined, heated, or cooled.

2. Learning how foods are grown is also implanting biological information.

E. Mathematics

1. Measuring ingredients teaching mathematical principles

2. Keeping time---watching a clock or timer---also reinforces mathematical knowledge.

F. Art

1. Learning to serve foods attractively encourages creativity.

2. An awareness of colors is further developed.

3. Providing an attractive environment stimulates artistic expression.

G. Social Science

1. Learning to eat foods from other countries helps further sociological knowledge.

2. Learning which foods we eat are raised in other countries helps further economic and geographical awareness.

3. Learning local or cultural food habits increases children's awareness of cultural multiplicity.

H. Safety

1. Safety awareness is stressed as they learn to peel with the knife edge going away from them.

2. It is also stressed as they are taught to be careful when cooking with heat.

I. Health Habits

1. Washing hands before preparing food or eating stresses health awareness.

2. Cleaning up spills also increases awareness of environmental hygiene.

J. Manners

1. Learning to eat according to accepted social customs helps develop social/group identity.

2. Yet recognizing various social customs helps develop an awareness of a multi-traditional world.

K. FOOD IS FUN!

II. DEVELOPING A FOODS CURRICULUM

A. Raise Questions About Foods

1. Why do we eat?

2. What is a healthy body?

3. What is in food?

4. Where does food come from?

5. Why is food necessary to all living things?

B. Discuss Food

1. Shape

2. Color

3. Texture

4. Taste

5. State of matter

C. Teach Basic Nutrition Concepts.

1. Nutrition deals with the food you eat and how the body uses it.

2. Food is made up of different nutrients needed for growth and health.

3. The same nutrients, but in varying amounts, are needed for all people throughout life.

4. The way food is handled affects the amount of nutrients in food, its safety, appearance, and taste.

III. LEARNING EXPERIENCES AND/OR RESOURCES FOR TEACHING THE IMPORTANCE OF FOOD TO YOUNG CHILDREN

A. Discussion Questions for a "Talk Time"

B. Field Trips

C. Bulletin Boards

D. Games

E. Songs

F. Stories

G. Fingerplays

H. Flannel Boards

I. Dramatic Play

J. Art

K. Mealtime/Snacks

L. Cooking Experience

IV. STEPS FOR COOKING EXPERIENCE

Cooking experiences are some of the most popular and most successful experiences in teaching young children about food. They also require much planning.

A. Plan for Cooking Experience

1. Let the children participate.

2. Select recipe/project with a few steps at first, gradually guilding on these steps to more complex recipes.

3. Obtain ingredients for the recipe.

4. Obtain the basic equipment (utensils needed to complete the recipe).

   a. Measuring spoons (colored, if possible)
   b. Knives
   c. Bowls of several sizes
   d. Graduated measuring cups (colored, if possible)
   e. Timer or "minute minder"
   f. Assortment of pans and cookie sheets
   g. Large mixing spoons, one wooden
   h. Piece of electrical equipment, flexible in use, such as popcorn popper or electric skillet if no stove is available

B. Prepare for Cooking

1. Post recipe chart where it can be seen easily.

   This chart should include pictures of the utensils needed and pictures illustrating the measurement of ingredients.

2. Prepare tray of needed utensils.

3. Prepare tray of needed ingredients.

4. Have clean sponge and bowl of water available for quick clean-up.

5. Select a small group of children; about five or six is enough for a cooking experience.

6. Wash hands and explain the importance of cleanliness.

7. Clean work surface area.

8. Explain the recipe and all its directions.

9. Show children the proper use of utensils and supervise their use.

10. Explain safety and health hazards.

11. Begin the cooking experience.

C. Cook

1. Let the children see, smell, feel, and taste the ingredients before they are combined.

2. Let children observe and discuss the contrast, color, texture, size, and shape of the ingredients.

3. Let each child in the group have a part of measuring, combining, and mixing ingredients.

4. Observe and discuss what happens after each ingredient is added and after heat is applied to the ingredients.

5. Use correct words for all utensils, ingredients, procedures, and concepts.

D. Complete Project

1. Let each child participate in clean-up.

2. Let children help serve the food attractively.

3. Let the children taste what they personally have helped make.

E. Suggestions for Cooking Experiences

1. Children with food allergies should be identified. Post a list of the names of children who are allergic, along with the foods they cannot eat. Some of the more common foods

to which preschoolers are allergic are milk and milk products, juices with high acid content (such as orange or grapefruit juice), chocolate, eggs and nuts.

2. Be very cautious when preparing or serving foods which might cause choking, especially nuts, raw carrots, celery, and popcorn. Children should always sit down to eat.

3. Limit the number of children to avoid crowding and to allow for adequate participation by each child.

4. Use low work tables and chairs.

5. Use unbreakable equipment whenever possible.

6. Have enough tools and utensils for the children.

7. Do not let children stand on chairs to reach the stove. Adults should do the cooking over the burners. Turn pot handles away from the edge of the stove. Whenever possible, use electric fry pans or pots on a table at the children's level so they can help with the cooking, reminding them that these utensils are hot.

8. Use blunt knives or serrated plastic knives for cutting cooked eggs, potatoes, bananas, etc. Use vegetable peelers only after demonstrating and supervising carefully.

9. Have only the necessary tools, utensils, and ingredients at the work table. All other materials should be removed as soon as they are no longer needed.

10. Pre-plan the steps of the cooking project and discuss the plans with the children before beginning. Such plans should be clear about what the children are expected to do and what the adults will do before the cooking materials are made available to them.

11. Long hair should be pulled back and fastened; floppy clothing and cumbersome jackets should be removed. Aprons are not essential but helpful.

12. Wash hands before beginning.

13. Inexperienced children should begin with simple recipes requiring little cooking.

14. Allow plenty of time for discussing, looking at, touching, tasting, and comparing. Use every step in the cooking project as an opportunity for the children to expand their learning.

CHAPTER X

TEACHER RESOURCES

INTRODUCTION

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system, the individual teacher can better organize his/her time to meet the individual needs of the children.

When activity plans are written in a uniform fashion and kept in an organized manner, a volunteer, aide, or substitute can become familiar with what is being done and be of assistance to the teacher. In addition, the file cards provide a useful reference for future teaching of young children and provide a resource when the teacher is at a loss for activity ideas.

ESSENTIAL CONTENT INFORMATION

I. SETTING UP THE ACTIVITY CARD FILE.

A. Procedures for Developing the File

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.
4. Keep extra cards available to write up new activities you learn from other teachers and at workshops.

B. Suggested Curriculum Divisions

1. Topical

    a. Art
    b. Body skills
    c. Family
    d. Health
    e. Language
    f. Mathematics
    g. Movement

h. Music
i. Nutrition
j. Safety
k. Science
l. Self-concept
m. Social Science
n. Transitions

2. Developmental

a. Fine motor
b. Gross motor
c. Social
d. Emotional
e. Cognitive
f. Language
g. Appreciation

II. COMPONENTS OF AN ACTIVITY CARD

A. Teacher Developed Activities

The following format would be used for activities which the individual designs or develops after seeing the activity presented by someone else. It should not be used to duplicate information from a resource which the teacher has available for future use.

1. Concept or Skills---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Objective---A statement of the behavior(s) that the child(ren) should be able to perform upon completion of the activity.

6. Materials---A listing of all the items needed for carrying out the activity.

7. Procedures---A sequential listing of all the steps involved in carrying out the activity.

8. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

9. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

10. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were accomplished. The recommendations would also include statements useful for future reference about how the activity could be improved, appropriateness for age level, etc.

B. Activities from Resource Books

The following format would be used for activities which can be found detailed in a resource which the teacher possesses or has readily available. It is not necessary to duplicate the information in the resource, but an activity card needs to be written to aid in location of the information.

1. Concept or Skill---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Resource---The title of the resource where the activity is detailed.

6. Page---The page number inthe resource where the activity is detailed.

7. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

8. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

9. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were accomplished. The recommendations would also include statements useful for future reference about how the activity might be improved, appropriateness for the age level, etc.

III. SAMPLE ACTIVITY CARDS

(See page 57)

IV. RESOURCE UNIT CARDS

A. Definition

A summary of the activities and resources available for teaching a specific concept or theme.

B. Purpose

A resource unit card provides a quick, easy reference for developing weekly and daily plans. It provides an overall picture of an instructional unit.

C. Components of the Resource Unit Card

1. General concept or theme

2. Specific objectives for the children to accomplish to develop an understanding of the theme or concept

3. Titles of specific activities, resources, field trips, etc. that will be utilized in teaching the concept or theme. (Specific activities will be detailed on activity cards and complete plans will be written in the instructional unit).

4. Resources

a. Books, stories, films, pictures
b. Poems, fingerplays
c. Songs, records, rhythms
d. Dramatic play themes
e. Outdoor activities
f. Art activities
g. Field trips
h. Manipulative materials
i. Visitors
j. Cooking experiences
k. Group discussions
l. Other

V. SAMPLE RESOURCE UNIT CARD

(See page 59)

VI. RESOURCE FILE

A. Definition

An organized collection of materials to support the instructional units. The file includes materials which the teacher will utilize in activities with the children. Utilization of specific materials will be detailed on activity cards.

B. Purpose

To provide a convenient method for organizing pictures, flannel stories, etc. for utilization while teaching.

C. Organizing the Resource File - Pictures Section

1. Gather a variety of pictures to support the range of concepts you will be presenting to the children.

2. Cut out, mount, and cover with contact paper.

3. Sort pictures into categories.

4. Label folders and file pictures.

5. Similar folders can be made for flannel stories, patterns, picture cards, etc.

6. Concepts which the picture teaches and questions about the picture which will develop a concept should be written on the back of each picture.

D. Organizing the Resource File - Flannel Stories, Puppet Stories, Etc.

1. Sort stories into categories.

2. Label folders and file stories.

3. Include concepts which the story teaches and questions about the story on the story script.

E. Other Materials

1. Transitions

2. Recipes

3. Bulletin board ideas/materials

4. Songs

F. Organizing the Resource File - Children's Books and Stories

1. Write a book card on any children's book or story you feel will teach the concepts of your program, support the themes, entertain the children, teach language, etc.

2. Each book card should contain the following:

   a. Title
   b. Author
   c. Publisher
   d. Date of publication
   e. Cost (if available)
   f. Summary of content
   g. List of concepts the book or story teaches
   h. Where book is located---center, library, home, etc.

3. Sort cards into categories.

4. Label folders and file cards.

5. Sample book card
(See page 61)

G. Organizing the Resource File---Parent Education Materials

1. Gather a variety of materials which are good teaching aids for parents. These may include pamphlets, flyers, booklets, materials which you make yourself, etc.

2. The materials should be ones which you can obtain free or which may be reproduced for distribution.

3. For each piece of material, attach a card listing the following:

   a. Title of material
   b. Where material can be obtained
   c. Contact person, if applicable
   d. Cost (if any)
   e. Basic Concepts which the material presents
   f. Evaluation of the material

4. Sort materials into categories.

5. Label folders and file materials.

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she learns from others, makes up himself/herself, etc. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill:	Activity:
Learning Center:	Grouping:
Objective:	
Materials:	
Procedures:	
Other Concepts/Skills:	Other Activities:

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she finds in books and materials which he/she owns or has ready access to in the center. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill: Learning Center: Resource: Page:	Activity: Grouping:
Other Concepts/Skills:	Other Activities:

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL:			CURRICULUM AREA:	
Books, Stories, Films	Poems, Fingerplays	Songs, Rhythms, Records	Dramatic Play	Gross Motor

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL:			CURRICULUM AREA:		
Manipulative Materials	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other